

Parents' National Educational Union.

Mothers' Educational Course.

(THREE YEARS.) *Third Year.*

I. DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Bible. *The Gospel of the Resurrection*, by Bishop Westcott (Macmillan, 4/6).
2. From Jeremiah to the time of Christ. The Psalms. This part of the Bible, to be read with *Clews to Holy Writ*, by M. Petrie (Hodder & Stoughton, 1/6).
3. Illustrations of the period. *Egypt and Syria*, by J. W. Dawson; *Assyria*, by Professor Sayce; *Babylonian Life and History*, by E. A. Wallis Budge. (All, R.T.S., 1/6 each), or, better than these three, *Light from the East, or the Witness of the Monuments*, by the Rev. C. N. Ball (Eyre & Spottiswoode, 9/-).
4. *The Gospel of S. John*, by Bishop Westcott (Murray, 7/11).
5. (a) *The Sunrise of Revelation*, by Miss M. Bramston (Murray, 5/-); (b) *Religious Teaching in Secondary Schools*, by G. C. Bell (Macmillan, 2/8); (c) *An Elementary Introduction to the Book of Common Prayer*, by Maclear and Procter (Macmillan, 1/11); (d) *A First Class-Book of the Catechism* (Macmillan, 6d.). (c and d optional.)

II. PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The Brain and Nervous System. Chapters on these subjects in *Mental Physiology*, by Dr. Carpenter; *Lessons in Elementary Physiology*, by Professor Huxley (Macmillan, 3/5), chapters vii.-xii.
2. The Laws of Health. *Sanitary Work*, by C. Slagg (Crosby & Lockwood, 2/6).
3. *Health in Schools*, by Clement Dukes, M.D. (6/9).

III. MENTAL AND MORAL SCIENCE AND EDUCATION.

*To show the principles of Education and methods based on
these principles.*

1. MENTAL PHYSIOLOGY.

- a*, Chapters in the "*Home Education*" Series.
- b*, *Mental Physiology*, by Dr. Carpenter (Kegan Paul & Co., 9/-), Book II.
- c*, Thomson's *Laws of Thought* (Longmans), (omitting chapters on Logic).

2. ETHICS.

- a*, Chapters in the "*Home Education*" Series.
- b*, *Moral Instruction of Children*, by Felix Adler (Arnold, 4/6). (See Review in *Parents and Children*).
- c*, *Pastor Agnorum*, by Canon I. H. Skrine (Longmans, 3/9).
- d*, Plato's *Republic*, edited by Lewis Campbell (Murray, 1/6).
- e*, Coleridge's *The Friend* (Bell, 3/6).
- f*, *Ourselves, our Souls and Bodies*, Part II.

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- c*, *Laws of Everyday Life*, by H. O. Arnold Forster (Cassell, 1/2).
- d*, *Vittorino da Feltre*, by W. H. Woodward (Cambridge Press, 4/6).

IV. NATURE-LORE AND THE ELEMENTS OF SCIENCE.

To enable Mothers to awaken their Children's interest in Nature and to give them their first ideas.

1. Elements of Botany. *Chapters on Modern Botany*, by Professor P. Geddes (University Manual, 2/8).
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N.B. — The use of the test questions in the "*Home Education*" Series will show the student what portions of each volume it is necessary to re-read.

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Fec. Entrance Fee, a guinea.

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'I have read the following volumes of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each.'

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Parents' National Educational Union.

MOTHERS' EDUCATIONAL COURSE.

THIRD YEAR.

INSTRUCTIONS.

1. No Text-book to be opened between the receipt of the questions and the posting of the papers.
2. There are no restrictions as to times of working.
3. It is desirable that the papers be posted on the 16th inst.
4. Not less than three nor more than six questions must be taken in any one subject.

1.—Divinity.

1. Trace briefly the history of the Bible to the close of the canonical books.
 2. Show the part that Christianity played in the history of Evolution to the end of the 12th century.
 3. Which are the so-called Messianic Psalms? What special value have these psalms in Gospel teaching? Instance any psalms which are distinctly historical.
 4. What allusions have we (in the period studied) to Assyria, Nineveh, Chaldea, Babylon, Persia, Egypt, Syria? What light is thrown upon any of these biblical allusions by modern research?
 5. What points in the character of S. Matthew would you bring before children? What records are peculiar to this Gospel?
 6. In what connection is each of the following phrases used—
 - a, "Suffer it to be so now."
 - b, "O ye of little faith."
 - c, "I will have mercy and not sacrifice."
 - d, "The blind receive their sight."
 - e, "He that is not with Me is against Me."
- Write notes of a lesson for a girl or boy preparing for Confirmation upon one of these passages (*in extenso*).
7. "Give us this day our daily bread." What teaching would you give on this petition, (a), to children of five, (b), of fifteen?
 8. From the direct prophecies in the Old Testament describe the Messiah's character, offices, and life. Work this teaching into a Bible lesson which shall help children to realize the Person of our Lord.

II.—Physiology and Health.

1. Show with illustrations the connection between nervous activity and blood supply.
2. What do you understand by *reflex action*? Give examples. Show how this principle may be utilized in Education.
3. Describe with illustrations the elementary structure of the nervous system.
4. "When all the mental powers are duly and regularly exercised the brain receives a due supply of blood."
How does this bear upon—
a, Precocious children,
b, Mental labour in old age,
c, Excessive study?
5. Describe fully, with illustrations, disconnecting traps. What are the advantages of a pan closet? Describe the "Wash-out" basin.
6. "The four letters, C, O, H, N, represent the four leading elements in all four varieties of food." Explain and illustrate.
7. Give advice about the care of the ears, teeth, and hair in children. Give directions for children's baths.
8. Make out dietary for a family for a fortnight, meeting all the requirements of a well-nourished body and brain, especially that of variety. Show what principles guide you in the construction of this table.

III.—Mental and Moral Science and Education.

1. Give the physiological history of an *Idea* that becomes a ruling principle. Classify those ideas which you would place before children and give suggestions and cautions as to method.
2. Discuss and illustrate the automatic nature of memory. Show how it may be cultivated. How may this automatic character of memory be utilized by the Educator?
3. What is common sense? What is the duty of the Educator with regard to this universal endowment.
4. How far is imagination under control and how far capable of culture? Show the value of imagination as a moral agent. Give illustrations.
5. Discuss Mr. Adler's Primary Course—Fairy Tales, Fables, the Odyssey, and the Iliad. Show the inherent weakness of the whole treatise in not recognising a law, an authority and a revelation external to man.

6. Write as fully as you can the three admirable counsels on story-telling. Show that Mr. Adler's principles of selection tend to a hot-house development.
7. Characterize this author's treatment of Bible stories and compare with the Bible narratives.
8. What does M. Fouillée consider to be the faults in our teaching of science and of modern languages? What reforms does he propose?
9. Write notes of a lesson on rain and dew for children of ten.
10. Show fully the philosophic character of M. Gouin's method of teaching languages.

IV.—Nature-Lore and the Elements of Science.

1. Describe the minute structure and movements of pitcher plants. Give the morphology of the pitcher and other insectivorous plants.
2. Name, classify, and give the *habitat* of a dozen species of mosses, seaweeds, and fungi that you have met with during the year.
3. Make out a table showing some seven characteristics of animals, ditto of plants, with exceptions in both cases.
4. Give some examples of the hunting, shepherding, storing, and home-making instincts of animals. Illustrate from your own observation.
5. Give some droll examples of shifts for a living. Give instances of the kind that fall within your own experience.
6. Give three talks with your children based upon your astronomical work for the Session.
7. State briefly, with diagrams, the knowledge you would impart to children to prepare them for their first essays in geological field-work.
8. Write, as for a child of ten, the story of—
 - a, "A piece of chalk."
 - b, "A flint pebble."
 - c, "A tray of sand."

Syllabus III. Examination 2.

Parents' National Educational Union.

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THIRD YEAR.

FINAL EXAMINATION.

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I.—Divinity.

1. "Suppose ye that I am come to bring peace on the earth. I tell you nay, but rather division." Explain this. Illustrate it from everyday life as for a boy or girl of twelve.
2. Give a brief review of the life and success of our Lord as it might have appeared, on the eve of the Lord's Supper, from a worldly point of view.
3. Continue the subject by three sketches illustrating the progress of Christianity in apostolic, mediæval, and modern days. Throw both answers (2 and 3) into the form of notes of lessons, stating the age of the children in view.
4. Show how you would use the *Witness of History to Christ* as a motive for Missionary zeal.
5. Give four instances each from the annals of Babylonian, Assyrian, Syrian, and Egyptian research, which throw light upon the Scriptures. Show fully the value of these illustrations in teaching children.
6. From the direct prophecies in the Old Testament construct a description of the Messiah's character, offices, and life on earth, as for children of twelve.

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7. Write notes of a lesson (for a boy or girl preparing for Confirmation) on (a) "I believe in the Holy Ghost," or, (b) "I believe in the communion of Saints," or, (c) "I believe in the forgiveness of sins."
 8. Write (a) a little scheme of religious teaching, (b) a summary of religious influences, such as you would make use of for children between the ages of three and six.

II.—Physiology and Health.

NATIONAL HEALTH SOCIETY'S EXAMINATION IN HYGIENE,
DECEMBER, 1894.

(Four questions must be answered, including No. 1.
Three hours allowed.)

1. Describe the process of Respiration. How does expired air differ from pure air, and what are the natural means by which air is re-purified?
2. In what ways is Water liable to become contaminated during storage in the house? Mention the effects on health of the chief impurities found.
3. How does Milk form a complete food? In what parts of the Alimentary Canal are its constituents digested and absorbed?
4. How should a Dust-bin be constructed? What kind of refuse should be put into it, and what not? How is it likely to become a nuisance?
5. What conditions favour the development of Consumption? What are the chief precautions to be taken for its prevention?

J. EDWARD SQUIRE, M.D., D.P.H.,
Examiner.

The students of the M.E.C. are expected later to take the examination of the National Health Society. The above paper is given as a specimen.

III.—Mental and Moral Science and Education.

(Some of the questions set for the House of Education
Certificate Examination.)

1. Show the use of imagination in (1) linking means to ends, and (2) in the operations of sympathy.
2. How would you deal with a child (of from eight to twelve) who lacks the power of attention?

3. Suppose you were asked to prescribe what subjects a child of nine should learn and for how many hours during the week. Draw up a time table for the use of such a child.
4. Distinguish between vanity, pride, and ambition, and show how these may be turned to good account.
5. Distinguish between desires and affections, and show how the difference between them necessitates a difference of treatment at the hands of the educator.
6. Explain and illustrate the maxim "Education grows upon ideas." Estimate the value of the initial or governing idea in every study.
7. On what physiological conditions does the efficiency of habit in education depend.

IV.— Nature Lore and the Elements of Science.

Suppose you take a child of ten to

- (a) A bog in June,
- (b) A pond in June,
- (c) A meadow in July,
- (d) A wood in early May or June,
- (e) A waterfall in June,
- (f) The seaside in June,
- (g) The Downs (chalk),
- (h) Out of doors at nine o'clock on Christmas Eve:

Write full notes showing what you would expect him to see, what description of each object you would get from him, and what instructions you would give him, in four of the above cases.

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7. Write notes of a lesson (for a boy or girl preparing for Confirmation) on (a) "I believe in the Holy Ghost," or, (b) "I believe in the communion of Saints," or, (c) "I believe in the forgiveness of sins."
 8. Write (a) a little scheme of religious teaching, (b) a summary of religious influences, such as you would make use of for children between the ages of three and six.

II.—Physiology and Health.

NATIONAL HEALTH SOCIETY'S EXAMINATION IN HYGIENE,
DECEMBER, 1894.

(Four questions must be answered, including No. 1.
Three hours allowed.)

1. Describe the process of Respiration. How does expired air differ from pure air, and what are the natural means by which air is re-purified?
2. In what ways is Water liable to become contaminated during storage in the house? Mention the effects on health of the chief impurities found.
3. How does Milk form a complete food? In what parts of the Alimentary Canal are its constituents digested and absorbed?
4. How should a Dust-bin be constructed? What kind of refuse should be put into it, and what not? How is it likely to become a nuisance?
5. What conditions favour the development of Consumption? What are the chief precautions to be taken for its prevention?

J. EDWARD SQUIRE, M.D., D.P.H.,
Examiner.

The students of the M.E.C. are expected later to take the examination of the National Health Society. The above paper is given as a specimen.

III.—Mental and Moral Science and Education.

(Some of the questions set for the House of Education
Certificate Examination.)

1. Show the use of imagination in (1) linking means to ends, and (2) in the operations of sympathy.
2. How would you deal with a child (of from eight to twelve) who lacks the power of attention?

3. Suppose you were asked to prescribe what subjects a child of nine should learn and for how many hours during the week. Draw up a time table for the use of such a child.
4. Distinguish between vanity, pride, and ambition, and show how these may be turned to good account.
5. Distinguish between desires and affections, and show how the difference between them necessitates a difference of treatment at the hands of the educator.
6. Explain and illustrate the maxim "Education grows upon ideas." Estimate the value of the initial or governing idea in every study.
7. On what physiological conditions does the efficiency of habit in education depend.

IV.— Nature Lore and the Elements of Science.

Suppose you take a child of ten to

- (a) A bog in June,
- (b) A pond in June,
- (c) A meadow in July,
- (d) A wood in early May or June,
- (e) A waterfall in June,
- (f) The seaside in June,
- (g) The Downs (chalk),
- (h) Out of doors at nine o'clock on Christmas Eve :

Write full notes showing what you would expect him to see, what description of each object you would get from him, and what instructions you would give him, in four of the above cases.

Syllabus III. Examination 2.

Parents' National Educational Union.

MOTHERS' EDUCATIONAL COURSE.

THIRD YEAR.

FINAL EXAMINATION.

(Entirely practical and covering the Three Years' Course.)

INSTRUCTIONS.

1. *No Text-book to be opened between the receipt of the questions and the posting of the papers.*
2. *There are no restrictions as to times of working.*
3. *It is desirable that the papers be posted on the 16th inst.*
4. *Not less than three nor more than six questions must be taken in any one subject.*

I.—Divinity.

1. "Suppose ye that I am come to bring peace on the earth. I tell you nay, but rather division." Explain this. Illustrate it from everyday life as for a boy or girl of twelve.
2. Give a brief review of the life and success of our Lord as it might have appeared, on the eve of the Lord's Supper, from a worldly point of view.
3. Continue the subject by three sketches illustrating the progress of Christianity in apostolic, mediæval, and modern days. Throw both answers (2 and 3) into the form of notes of lessons, stating the age of the children in view.
4. Show how you would use the *Witness of History to Christ* as a motive for Missionary zeal.
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